
CO-TEACHING FOR SUCCESS
Powerful Strategies for Working Together
in Today's Inclusive Classrooms
(Grades K-12)

RESOURCE HANDBOOK

By Susan Hentz



Bureau of Education & Research

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Sincerely,

A handwritten signature in cursive script that reads "Richard W. Herzberg".

Richard W. Herzberg, PhD
Executive Director

P.S. Because you are a participant at today's seminar we will mail you notices of future seminars appropriate to your subject area and grade level. You may also visit our Web site at www.ber.org for information on future seminar programs.

About Your Instructor

Susan Hentz is an experienced co-teacher, outstanding national presenter and innovative author who has worked in education for twenty-eight years with students ranging from birth through adulthood. As a co-teacher, she served as a Model Classroom Teacher and she was selected as her state's Council for Exceptional Children Teacher of the Year.

Susan now works with teachers and administrators throughout the country to plan, implement and enhance co-teaching as an effective way to improve student achievement. In both presenting and writing, she focuses on practical tools and strategies for helping co-teachers meet the diverse needs of students.

Susan is the author of a newly released book called *Collaborate Smart: Practical Strategies and Tools for Educators* as well as *Teach Smart: Practical Strategies and Tools for Educators*. Her seminars are well known for being high-energy, humorous, interactive, and packed with practical ideas. You will leave this seminar with many, many strategies and techniques that will help you begin an effective co-teaching program or refine an existing one.

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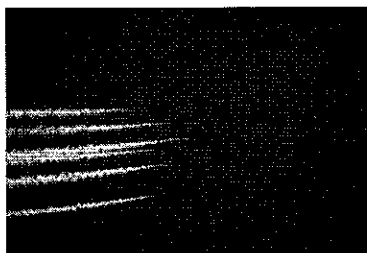
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Reflect on the solo flights you have taken working with students in the classroom while the special education teacher and related services personnel also fly solo to attempt to reach the same destination: positive student outcomes. Now imagine being the experienced navigator prepared with student flight plans (Individualized Educational Plans, Academic Improvement Plans, and Response to Intervention Plan) and resources (strategies) that ensure all students will reach their final destination. This becomes a different experience for everyone involved. Teachers that successfully include all students welcome diversity and address needs by providing supports to make the general education curriculum and classroom accessible to all.



Consultation, collaboration, and co-teaching enable all passengers with their various flight plans to meet academic and behavioral expectations in a supportive and challenging environment. The multiple aspects of consultation, collaboration, and co-teaching requires organizing, sharing, planning, understanding, teaming and supporting in a flexible environment. This collaborative process, when employed successfully, will help you differentiate instruction and accommodate the needs of the diverse student population in your classroom. Collaboration, consultation, and co-teaching promote unified team efforts to reach goals for the delivery of optimal educational programs to students in the least restrictive environment. Co-Teaching is becoming one of the fastest growing inclusive practices in schools across America. No longer will you be flying solo to meet the diverse needs of the passengers on your flight. Good luck working collaboratively with your co-pilots to reach your final destination: PSO

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Strategies for Engaging All Students

Response Cards/Paddles are simultaneously held up by all students that indicate an answer and entails active participation by all students.



Response Cards vs. Traditional Hand Raising

Time Used	Response Cards	Hand Raising
60 minutes	44 responses per child	3 responses per child
180 days	3700 responses per child	270 responses per child

All students scored higher on the end of unit tests.

Source: Hewett, Gardner, Courson, Grassi, and Barbetta, *Teaching Exceptional Children*, 1996

Ideas for Response Cards/Paddles

A	C
B	D

-
-
-
-

Response Actions

Fist to Five Students can raise fingers to demonstrate their level of understanding 5 means they fully understand and 0 means they don't get it at all.

Palm Up, Palm Down: Silent Symbol Palm up - Yes, call on me. I know the answer.
Palm Down - No, don't call on me. I am not sure of the answer so don't call on me this time.

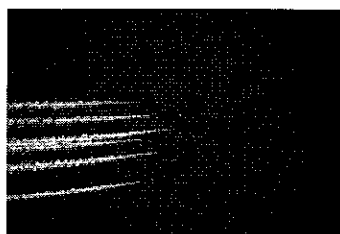
Sign Language Teach the students sign language as a response system. Exposure of sign language is useful and may be used in their future to communicate with others. Noise will be reduced while using this effective communication system.

Ideas for Response Actions

- **Right Arm, Right Answer**
-
-

The Continuum of Collaborative Practice

----->>



Consultation----->Collaboration----->Co-Teaching

Define: Write or draw a symbolic representation to depict the meaning of each word.

Consultation	Collaboration	Co-Teaching

Consultation, collaboration and co-teaching do not exist as separate entities; rather they are on a continuum of collaborative practice. There is a natural overlap among the practices, and they will vary within different collaborative partnerships. All stakeholders must understand that effective application of consultation, collaboration, and co-teaching can improve student outcomes. The key is to utilize the expertise of all to maximize the partnerships.

Consultation

Definition:

1. A discussion, especially in order to ascertain opinions or reach an agreement
2. A meeting with an expert in a particular field to obtain advice



Consultation is part of the development of an effective support structure and enables teachers to meet the challenges of a diverse student population.

- Parents can provide information about specific student needs
- Partners will vary depending on individual student and/or teacher needs
- Special educators may consult with general educators about accommodations and instructional strategies

Why Now? No matter what kind of school you teach in, cooperative, consultative, collaborative partnerships with colleagues will provide a valuable support network, as well as, a forum for discussing student progress while identifying effective instruction and intervention. According to legislative policies, students with disabilities must have access to the general education curriculum. Teachers who work in isolation are becoming obsolete. The trend towards more inclusive settings has increased emphasis on providing the support for teachers and students. **Response to Intervention** is a progressive **process** that is shifting the roles of all educators from a reactive position to a **proactive and preventative** one. **Response to Intervention** is the practice of providing high-quality instruction and intervention matched to student needs based on data to make collaborative educational decisions. Consultative and collaborative partners can assist with all aspects of this process.

Collaboration

Definition:

1. The act of working together with one or more people in order to achieve something



Collaboration between all stakeholders (general and special education teachers, related service personnel, parents, administrators, interventionists) is essential for successfully including all students in the general education classrooms. Teachers must collaborate with a myriad of professionals at different levels to improve teaching and learning outcomes for their students. In order to provide access to the general curriculum, educators must provide support to all students academically, socially, and behaviorally.

- Identify general education standards and expectations for each student (academic and behavioral)
- Identify instructional strategies
- Select interventions matched to student need
- Share responsibility for improved student outcomes
- Use appropriate accommodations and interventions with fidelity
- Discuss strategies that allow students to access the curriculum
- Problem solve using data
- *What accommodations are needed*
- *Data on students and how to increase data*
- Celebrate all teacher and student achievements!

Collaborative Dialogues



How do you create opportunities for students with disabilities to succeed in the general education classroom?

These strategies include discussion of student performance relative to classroom expectations and curriculum content for:

- ❖ Identify areas of **student breakdown in learning** (Through discussion or observation identify where students are having trouble learning or applying what they know)
- ❖ **Identify organizational, social, and behavioral obstacles** within the classroom culture (How do the students fit into the classroom structure? Does he/she have trouble with organization? What supports do they need to experience success in the classroom?)
- ❖ Identify **natural supports within the classroom culture** (peer buddies)
- ❖ Select **effective strategies** to enable students to access curriculum (Does the student require a planner, auditory text, or visual aids to be successful?)
- ❖ Identify the **meaningful curriculum** content for individual students (accommodations and modification) *(what)* *(how)*
- ❖ Identify aspects of the "hidden curriculum" that are a mystery to many students with disabilities (teachers often assume students understand appropriate seatwork behaviors, tone of voice, respecting personal space, how to ask for help.)
- ❖ Assess student outcomes and identify effective interventions

Adapted with permission. Hentz, S. (2006) *Teach Smart: Practical Strategies and Tools for Educators*

Emotional Environment: Establishing Collaborative Relationships

Parent-Teacher Relationships

Three decades of research have shown that parent involvement significantly contributes to improved student outcomes related to learning and school success (Carter, 2002).

Three features to define effective parental involvement: Communication, Participation, and Governance (Marzano, 2004).

Benefits of Parent Involvement:

- Higher grades and test scores
 - Improved attendance
 - Positive attitudes
 - Increased homework completion
 - Improved graduation rates
- (Henderson & Berla, 1994)

Activities to Establish Vehicles for Home-School Communication

- ❖ Welcome letter
- ❖ Home/School Notebook
- ❖ Parent Input on Student Interests
- ❖ Behavioral and Academic Expectations
- ❖ Website
- ❖ Internet
- ❖ Invitation for Parent to Speak
- ❖ Phone Calls
- ❖ Parent-Teacher-Student Conferences
- ❖ Volunteer Opportunities (guest lecturers, cafeteria monitors, classroom aides)
- ❖ *food*
- ❖ *DOJO*
- ❖ *Facebook pgs.*
- a reminder.com*

Parent Survey

Name _____

Answer each of the questions about your child.

1. What does your child like about school? Why? _____

2. What does your child like to do after school? _____

3. Do they read books at home? If so, what type of books? _____

4. What activities do they enjoy outside of school? _____

5. What can I do to help your child in the classroom? _____

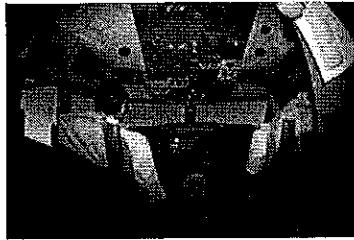
6. Who is one of their favorite friends? Why? _____

8. What makes your child laugh? _____

9. What is something your child doesn't like about school? _____

10. What is one thing that you want me to know about your child? _____

Co-Teaching



Co-teaching is	Co-teaching is NOT
<p>teachers working together and communicating</p> <p>working as equals</p>	<p>teachers working in isolation and not communicating</p>

Goals for Co-Teaching



The goals may include, but are not limited to:

1. Enabling all students to gain access to the curriculum
2. Sharing responsibility for planning learning for all students.
3. Sharing classroom space to increase learning for teachers and students
4. Providing specialized instructional strategies for all students
5. Enriching learning experiences to address skills, interests, and learning styles
6. Increasing student achievement by maximizing opportunities for student learning

Adapted with permission. Hentz, 2006. *Teach Smart: Practical Strategies and Tools for Educators*

Co-Teaching

Definition:

1. Sharing the expertise of two or more professionals to create teaching and learning environment conducive to positive student outcomes and teacher success.



Co-Teaching is NOT...



- **Not** possible to plan for alone
- **Not** a specific model for instruction
- **Not** taking turns teaching to one group of students
- **Not** "my students" or "your students"
- **Not** teaching the students with special needs in one part of the classroom

Why now? Teaching in an inclusive classroom is the result of the legal litigation, changing attitudes, heated debates, and school reform. Working together, we can tap into the expertise and experience of both educators. By merging our time, accountability, resources, and strengths into a unified co-teaching model, we are creating an environment conducive to meeting the needs of ALL students.

Co-teaching occurs when two or more professional jointly deliver substantive instruction to a diverse, or blended group of students in a single physical space.

Cook & Friend, 2005

Why Co-Teaching?



Student Benefits	Teacher Benefits
Prediction Vocabulary Character Main Idea Advantages Opinion	What really happened Meaning Description Details Disadvantages Support for Opinion

Two column notes helps students organize information. Students divide their papers into two columns and record information. When the notes are complete, they can be used as a study guide.

Benefits of the Co-Teaching Model

Students	General Educator	Special Educator
<p>Achievement</p> <ul style="list-style-type: none"> • Increased time on task • Strategies and techniques addressing learning styles • Increased opportunities for reinforcement • Positive impact on social interactions • Increased opportunities for cooperative learning experiences • Unique learning needs met to the greatest extent possible by two teachers • More contact time with teachers for school and personal issues • Emphasis on organization, preparedness, and learning strategies • Improves student's ability to adapt to teaching styles <p>Support for use of individual strategies that enhance lifelong learning</p>	<p>Achievement</p> <ul style="list-style-type: none"> ▪ Increase identification of specific effective accommodations and modifications ▪ Knowledge of specialized teaching interventions ▪ Increased teaching time ▪ Increased use of differentiated instruction ▪ Development of a collaborative partnership ▪ Increased self esteem via classroom successes ▪ Improved teacher/student ratio ▪ Sharing the responsibility for student outcomes ▪ Increased ability to communicate with families (both special and general educators) ▪ Moral support from a colleague ▪ Increased student successes ▪ Collegial relationships are created along ▪ Share resources 	<p>Achievement</p> <ul style="list-style-type: none"> ▪ Utilization of the general educator for content area expertise ▪ Knowledge of daily classroom expectations ▪ Additional time and energy assisting students in developing motivation and effort, ▪ Instill increased responsibility to students ▪ Moral support from a colleague ▪ Opportunities to share specialized skills to benefit all students ▪ Ability to improve student self esteem ▪ Increased ability to communicate with families ▪ Opportunity to observe students succeed in the classroom ▪ Collegial relationship ▪ Share students

Working together, educators can look at individual students from all different angles and concentrate on meeting their needs in the least restrictive environment. It is a win-win situation for both students and teachers.

Co-Teaching Partnerships



Ultimate Goal: Provide all students with access to general education curriculum

Getting Started

- Communication Styles
- Get to Know Each Other
- Create an Environment of Respect and Rapport
- Parity and Roles

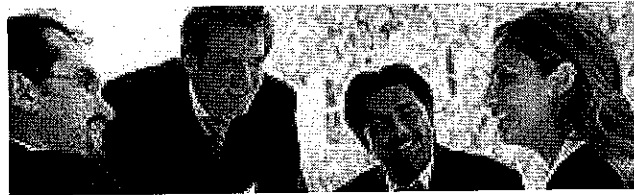
Discuss

- Content
- Organizing the Physical Environment
- Differentiated Instructional Strategies
- Review of IEP (progress monitoring of goals)
- Problem Solving
- Define Roles and Responsibilities
- Plan and Schedule
- Determine Strategies for Meaningful Instruction
- Monitor Student Performance and Intervention Integrity
- Identify Technology that Supports Learning
- Plan assessments
- **Reflect and Celebrate Successes!**

Communication

Definition: An exchange of information, messages, ideas and knowledge requiring a message, a sender, and a receiver.

Regardless of whether one is teaching in an elementary, middle, high school, or university, it is important to establish working relationships with other teachers. The goal is to communicate and negotiate a resolution of differences to achieve consensus about classroom practices. Communication skills are a component of all relationships; therefore, it is a good return on investment to spend time developing and improving your communication process.



Communication is an important element of successful co-teaching partnerships. There are some basic principles designed to improve your communication. It is important to spend time talking and getting acquainted with each other through learning styles, skills, interests, and philosophy surveys. Making sure that you communicate clearly with your co-teacher is imperative for a positive working relationship.

Questions to think about...

Do you actively listen?

Do you check your nonverbal messages?

Are you able to see another person's point of view?

Do you give appropriate eye contact?

Can you listen without interrupting?

Strategies to Improve Communication



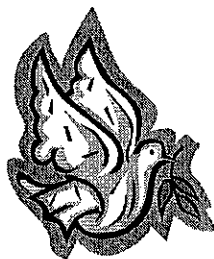
- ◆ Check for understanding
- ◆ Provide clarification by paraphrasing
- ◆ Acknowledge what the speaker is saying Yes...and...
- ◆ Don't talk over me
- ◆ Acknowledge what I say (active listening)
- ◆ Honesty

Get to Know Your Collaborative Partners

Animal Activity



Identify an animal that would best characterize you. Draw the animal and list three characteristics of the animal.



Co-Teaching Approaches

All approaches should have a plan and a final destination.



One Teach, One Support / observe / assist

Parallel Teaching

Station Teaching

Alternative Teaching

Team Teaching

Each of the models of co-teaching can be effective in different classroom situations. The approaches are meant to be flexible and used interchangeably while maximizing student engagement and supporting all teachers and students. Co-teachers have to determine which arrangement best suits the needs of their students and teachers. The emphasis should be on parity and participation while optimizing each teacher's expertise.

One Teach, One Support

One teacher may have the primary instructional responsibility while the other provides “on the spot” supports and adaptations based on student needs.

This approach is practical to use when you are implementing the co-teaching model because it maximizes time and requires minimal joint planning or coordination between the two teachers. The teacher who assumes the assisting role may not be utilizing their full teaching potential so it is imperative to share in the roles of teaching and assisting.



Managerial: One teacher provides observations of students engaged in the learning process for progress monitoring

Instructional: Review test directions, cues, checking for understanding



Write down an example on how you could use this approach with your Co-teacher.

Parallel Teaching

Co-teachers teach the same information simultaneously, but they divide the class into two groups and teach the lesson at the same time. The teachers address the same content, but may address different learning styles and levels of understanding. Both teachers need to be proficient in the content.

This approach requires that teachers coordinate their efforts so that all students receive exposure to the same general content and information. Flexible groups may be formulated from mixed to same ability, depending on students' needs and the goal of the lesson.



Instructional: Differentiate by learning style-One teaches using tactile kinesthetic, one teaches with visual aids



Write down an example on how you could use this approach with your co-teacher.

Station Teaching

The teachers can divide the instructional content into two or more segments and present at separate stations (centers) in the room. Each teacher is responsible for instructing at one station to every student and other centers might be created for students to work independently. The delivery may vary depending on student needs.

This approach requires a clear division of labor, as each teacher is responsible for planning and teaching their part of the content. This division of instruction can increase the comfort level of co-teachers at initial stages of the partnership. Students can benefit from the reduced teacher-pupil ratio and be exposed to diverse instructional experiences.



Instructional: Organizational Station -One teacher can address organizational and study strategies

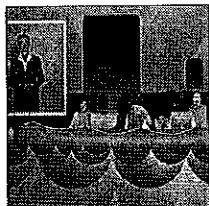


Write down an example on how you could use this approach with your co-teacher.

Alternative Teaching

One teacher takes responsibility for the large group while the other works with a smaller group of students that require instruction. The large group engages in the planned lesson while the small group completes an alternative lesson or the same lesson taught at a different level.

This approach addresses tiers of intervention and may be for acceleration and remediation. It can be used for a variety of activities, including pre-teaching, reteaching, strategies matched to student's needs, conducting progress monitoring, and student conferencing.



Instructional: Large group working on projects in small groups while the alternative group can be assessed



Write down an example on how you could use this approach with your co-teacher.

Team Teaching

Two teachers share in the process of instructing all students at the same time, whether that occurs in large group, facilitating small groups, or monitoring students working independently. This is sometimes called "tag team teaching" Each teacher speaks and moves freely during large group instruction.

This is the most complex approach and requires the highest degree of collaboration and trust between the co-teachers. It also requires that the two teachers are able to blend their teaching styles. This approach can be the most rewarding for both students and teachers.



Instructional: Use when both teachers have a high sense of comfort-Oral presentation coupled with visual cues such as note taking using a graphic organizer



co-teacher.

Write down an example on how you could use this approach with your

Collaborative/Co-Teaching R & R

Roles and Responsibilities

Lecture	Note taking
Explain a concept	Model the concept
Oral directions	Write the directions
Direct instruction	Circulate, provide one-to-one support
Pre-teach vocabulary	Monitor large group
Create basic lesson plans with standards and content	Provide suggestions for activities for diverse learners
Consider modification needs	Consider enrichment activities
Read a test aloud to a small group	Proctor a test silently
Large group instruction	Use of proximity for behavior management
Parent meeting	Provide an organizational or test-taking strategy
Disseminating material for lesson	Collecting and reviewing homework
Check for understanding with small group	Repeat and clarify any difficult concepts
Gather data	Large group instruction
Large group-practice exercise	Small group-direct explicit instruction
Small group-Learning Style	Small group-Learning Style
Facilitate cross-lateral movements	Accommodate based on skill level
Assess student progress of IEP goals	Plan for student conferencing
Adapt materials and assessments	Plan for parent communication
Oral analysis of knowledge	Progress monitoring

Co-Planning



If you fail to plan, you plan to fail!

One of the key factors for success of co-teaching is planning. Common planning time can maximize the effectiveness of the co-teaching model. Through co-planning, educators jointly identify student needs and curricular objectives. Students tend to entertain themselves when you fail to be prepared, therefore, you can expect many behavior issues in your class without preparedness

Keys for Planning

Be flexible and positive!

- Come prepared
- Set up a scheduled time
- Co-plan at least one period a week
- Use a curriculum map-Try to plan for two weeks at a time
- Review content prior to meeting
- Begin with learning objectives and standards (KUD-Know, Understand, Do)
- Discuss strategies to enrich and extend the curriculum
- Planning sessions needs to include a strategy plan
- Reflect and evaluate on previous plans
- Identify "To Do" items
- Share the planning responsibility

You can't be co-pilots if you are not planning on taking the trip together.

Scheduling to Plan



How often do you co-plan with your co-teacher?

_____ Never plan at all

_____ Make plans daily

_____ Weekly planning

_____ Regularly scheduled planning time

How can you improve your planning?

Planning Time

Name: _____

Week of: _____

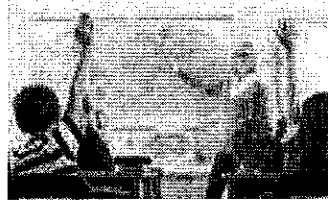
When am I available to meet this week? (List three possible times)

Important topics for discussion:

Monday	Tuesday	Wednesday	Thursday	Friday

Amount of Time: A minimum of 45 minutes per week to plan for the week

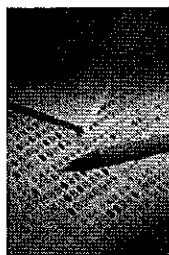
Assessment of Understanding



Reflection: If you do not pre-assess, you may be teaching material that has been mastered. Use your time wisely!

- ~Assess achievement level at the beginning of a unit for instruction and upon exit of the unit
- ~Use data to guide your instruction for all students
- ~Implement an assessment system that allows for immediate feedback on specific knowledge and skills
- ~Effective feedback is specific and formative
- ~Prior to presenting new content, provide students with links based on previous knowledge and skill
- ~Provide varied activities to assess student learning
- ~Utilize informal assessment and self-assessments

Co-Assessment



It is important that co-teachers discuss grades and co-assessing when they begin working together.

Points to discuss:

1. Who will grade assignments? (This is usually a joint effort.)
2. Will technology be used to manage grades? (Can both teachers have access?)
3. Will students be provided with modified assignments? (This will be determined by the IEP and student needs.)
4. Do we need a supplemental report card for students with disabilities? (Not if the student is receiving the same content with accommodations. However, if there is modification to the curriculum it should be noted.)
5. How and who will we responsible for measuring progress towards meeting IEP goals? (Criteria should be on plan)
6. Who will collect data on behavior and social skills? (Teachers may alternate this data collection if both feel comfortable with rating.)
7. Can grades have a modified grading scale? (This must be determined on an individual basis.)
8. Who will be responsible for data analysis? (Both educators must use this information to guide their instruction.)

Supplemental Report Card

Marking Period 1 2 3 4

_____ requires the following accommodations to be successful in the general education classroom.

- ___ visual aids
- ___ study guides
- ___ modified spelling list
- ___ daily behavior chart
- ___ preferential seating
- ___ reduction of class work
- ___ redirection to task
- ___ additional time for task completion
- ___ lowered academic level for independent comprehension tasks
- ___ small group remediation and reinforcement (specific academic skills, testing)
- ___ extended time for assessments
- ___ self-correction is accepted as a testing modification
- ___ maintenance of an assignment notebook

Please continue to work on the following skills at home:

- ___ improving computation skills
- ___ reading daily at home
- ___ completing homework
- ___ improving self-control
- ___ improving study habits
- ___ oral and written language skills
- ___ spelling/editing skills

Teacher(s) Signature: _____

Parent Signature: _____

Comments: _____

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Mastery For All Students



What if my students don't have the skills they need to be successful?

One way to support students with learning needs is through scaffolding. **Scaffolding** refers to the providing support or tools to help students bridge the gap between their current skills and the goal for learning. Scaffolding will include accommodations and modifications.

What's the Difference Between Accommodations and Modifications?

Accommodations: Change how students are taught and demonstrate what they have learned
Examples: Extended time, pre-teaching

Modifications: Change what students are expected to learn and demonstrate with focus on different objectives
Examples: Less content is to be mastered

Ways to Modify and Adapt Instruction

1. Level of Support
2. Size
3. Time
4. Input
5. Output
6. Level of Difficulty
7. Participation
8. Different Curriculum
9. Alternate goals

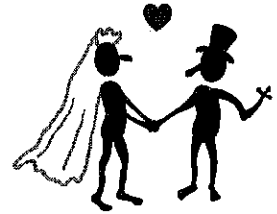
Accommodation Codes

Code

A1	Break up longer assignments into small chunks
A2	Copy of class notes, study guides, outlines (tests, assignments)
A3	Use of multi-sensory approach (visual, auditory, tactile, kinesthetic)
A4	Pre-teach vocabulary
A5	Review/remediate key concepts
A6	Highlight materials
A7	Utilize graphic organizers
A8	Check often for understanding
A9	Opportunity to redo assignments
A10	Allow revision of writing assignments-no penalty
A11	Allow test retakes
A12	Oral assessments
A8	Provide continuous assistance for learning
A9	Extend time for assignments and assessments
A10	Provide a weekly behavior progress report
A11	Allow wait time for oral responding
A12	Reread, clarify, or summarize directions
A13	Present directions simply and in sequential order
A14	Allow movement
A15	Give appropriate cues and prompts
A16	Provide positive reinforcement (verbal non-verbal)
A17	Provide breaks during assignments and assessments
A18	Monitor classroom behavior using point sheets
A19	Decrease environmental and social distractions
A20	Preferential seating
A21	Allow time for student conferencing re: progress
A22	Communicate with teachers and parents
A23	Encourage employment opportunities
A24	Use hands-on learning
A25	Provide individual and small group instruction
A26	Inform student of missing assignments
A27	Utilize cooperative learning groups
A28	Use peer assistance and tutoring
A29	Provide organizational strategies
A30	Monitor attendance

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Co-Teaching Conditions for Success



- Administrative support
- Metaphor of arranged marriage
- Choose teachers that volunteer or that you feel you could work with
- Approach with flexibility
- Create a snapshot of your areas of expertise and areas of weakness
- Believe in the benefits of co-teaching
- Communicate on roles and philosophies
- Teachers share role of instructional leader
- Both teachers' names should be posted on door and in classroom
- Students who would best be serviced in a co-taught classroom should be grouped together
- Build a workable schedule that includes grouping students equitably
- Teachers need to have ownership of all students
- Teachers plan and discuss how to help students with disabilities
- Co-planning time should be built into the schedule
- Address curriculum accessibility tools
 - Differentiated strategies
 - Collaborative Problem Solving
 - Accommodations and Modifications
 - Assessments
 - Technology
- All communication with parents should reflect participation of both co-teachers

Improving Student Outcomes Using Problem Solving



Who? General education teacher and special education teacher

What? Work together to achieve a mutual goal

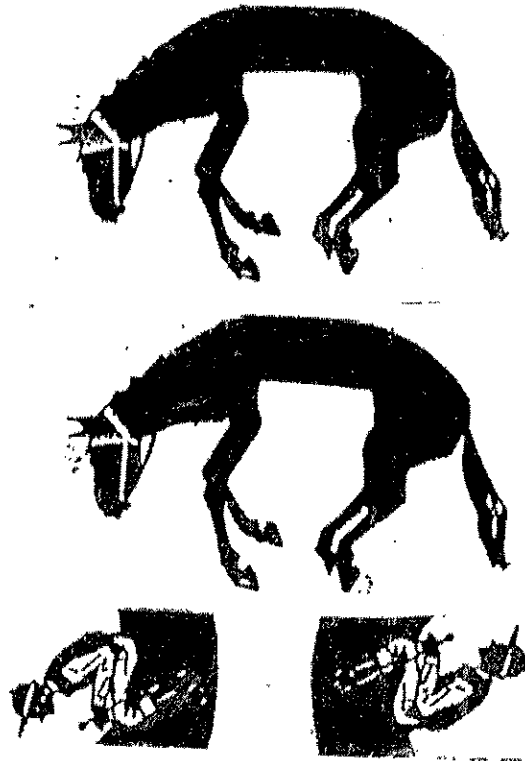
How? Share responsibility for instructing, planning, and assessing

1. Problem Identification: What is the problem? To identify a problem, you need to review data of the expected level of performance. **Is there a discrepancy between current and expected performance? Be sure to come to consensus about the problem.**

2. Problem Analysis: Why is this occurring? Where is the instructional mismatch? Look at the Instruction, Curriculum, Environment, and Learner.

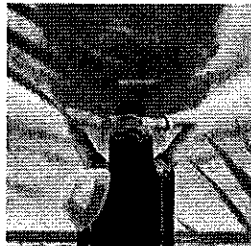
3. Plan Development/Implementation: What are we going to do about it? Match the instructional strategy to the problem. **What will be done to resolve the problem? Choose the best possible solution.**

4. Plan Evaluation: Did it work? Make intervention/instructional decisions based on review and analysis of data. **Discuss the progress and outcomes, be sure to adapt plan as needed.**



Differentiated Instruction

A teaching approach in which teachers adapt their instruction to student differences. Differentiated instruction recognizes the diversity of our student population and enables teachers to meet the needs of all students.



Teachers can differentiate by

Content: What students should know, understand, or is able to do as a result of instruction

Process: How the activities students will engage to make sense of their learning
Note: Same content but the way students process the information is different

Product: The "End result" that asks students to apply and extend what they have learned

According to students'

Readiness: Readiness for a given skill, concept, or way of thinking

Interest: Those things that learners find relevant, fascinating, or worthy of their time. Students can fill out interest surveys to assist teachers determining interests.

Learning Profile: Learning styles, how the student processes information, and how the learner sees him/herself in relation to the rest of the world. The crucial information used to match individual students with the best possible learning strategies to meet their needs.

WALK AND TALK-How do you differentiate by readiness, interest, and learning style? How might this information impact your co-teaching?

Strategies for Differentiation

Purpose: To maximize each student's growth and success in the learning process

Strategy for Differentiation	Primarily Used to Differentiate	Examples
Tiered Lessons	Readiness	Plan activities for your diverse ability levels
Tiered Products	Readiness, Interest	Assessing projects for various ability levels and interests
Skill Focus	Skill	Use kinesthetic modes such as manipulatives
Alternative Assessments	Readiness	Allow student to provide answers orally
Goal Setting	Readiness, Skill, Interest	Student will identify and plan to achieve a specific goal by a specified time
Choice Boards	Readiness, Interest, Skill	Give the student a choice between three activities
Learning Centers	Readiness, Interest, Learning Styles	Have students define vocabulary words, create a visual representation of the words, and create a brochure using the vocabulary

Planning Differentiated Instruction

STEP ONE

Identify Outcomes

What should your students know, understand and be able to do?

STEP TWO

Gather Student Data

Use information to formulate flexible groups
Pre-assess readiness, interests, learning styles

STEP THREE

Initiating Activity (Hook)

This activity should be for all students

STEP FOUR

Assignments
and
Activities
Group One

Assignments
and
Activities
Group Two
Tier II

Assignments
and
Activities
Group Three
Tier III

STEP FIVE

Assessment

Whole group vs. Small group

Tiered Lessons



There are many ways to develop tiered lessons to meet the needs of all learners. In most classrooms, designing two or three versions of an activity can address three levels of learning: basic, on, and advanced based on their readiness for academic instruction. Using pre-assessment data can be a tool to make decisions for the tiered lessons.

Know: Teacher develops levels of lessons based on same essential idea (concept) so students learn at their appropriate level

Understand: Students will experience more success when the material is appropriate for them

Teacher To Do List

- Determine the basic concepts from the unit of student(KUD)
- Plan hook to introduce the overall concept to all learners as a large group
- Pre-assess students to determine readiness and for grouping
- Develop meaningful and respectful tasks for each tier

Web site - <http://doe.state.in.us/exceptional/gt/tiered%5fcurriculum/welcome.html>
Dozens of examples of K-12 lessons by readiness, interest, and learning styles



How do you address the diverse students within your classroom?

Tiered Lesson Plan

Topic/Concept/Skills: _____

Know, Understand, Do (KUD)

-
-
-

Date: _____

Level	Needs	Activity	Sample
Basic	Instruction to understand concept	Teacher directed	
On	Practice to retain information	Student and/or teacher directed	
Advanced	Mastered concept; Extension of learning	Student and/or teacher directed	

What's Your Learning Style?

Learning styles refer to the ways you prefer to approach new information. Each of us learns and processes information in our own special ways, though we share some learning patterns, preferences, and approaches. Knowing your own style also can help you to realize that other people may approach the same situation in a different way from your own.

Take a few minutes to complete the following questionnaire to assess your preferred learning style. Begin by reading the words in the left-hand column. Of the three responses to the right, circle the one that best characterizes you, answering as honestly as possible with the description that applies to you right now. Count the number of circled items and write your total at the bottom of each column. The questions you prefer will offer insight into how you learn.

1. When I try to concentrate...	I grow distracted by clutter or movement, and I notice things around me other people don't notice.	I get distracted by sounds, and I attempt to control the amount and type of noise around me.	I become distracted by commotion, and I tend to retreat inside myself.
2. When I visualize...	I see vivid, detailed pictures in my thoughts.	I think in voices and sounds.	I see images in my thoughts that involve movement.
3. When I talk with others...	I find it difficult to listen for very long.	I enjoy listening, or I get impatient to talk myself.	I gesture and communicate with my hands.
4. When I contact people...	I prefer face-to-face meetings.	I prefer speaking by telephone for serious conversations.	I prefer to interact while walking or participating in some activity.
5. When I see an acquaintance...	I forget names but remember faces, and I tend to replay where we met for the first time.	goals	I remember what we did together and I may almost "feel" our time together.
6. When I relax...	I watch TV, see a play, visit an exhibit, or go to a movie.	I listen to the radio, play music, read, or talk with a friend.	I play sports, make crafts, or build something with my hands.
7. When I read...	I like descriptive examples and I may pause to imagine the scene.	I enjoy the narrative most and I can almost "hear" the characters talk.	I prefer action-oriented stories, but I do not often read for pleasure.
8. When I spell...	I envision the word in my mind or imagine what the word looks like when	I sound out the word, sometimes aloud, and tend to recall rules about	I get a feel for the word by writing it out or pretending to type

	written.	letter order.	it.
9. When I do something new...	I seek out demonstrations, pictures, or diagrams.	I want verbal and written instructions, and to talk it over with someone else.	I jump right in to try it, keep trying, and try different approaches.
10. When I assemble an object...	I look at the picture first and then, maybe, read the directions.	I read the directions, or I talk aloud as I work.	I usually ignore the directions and figure it out as I go along.
11. When I interpret someone's mood...	I examine facial expressions.	I rely on listening to tone of voice.	I focus on body language.
12. When I teach other people...	I show them.	I tell them, write it out, or I ask them a series of questions.	I demonstrate how it is done and then ask them to try.
Total	Visual: 2	Auditory: 8	Tactile/Kinesthetic: 2

The column with the highest total represents your primary processing style. The column with the second-most choices is your secondary style.

Your primary learning style:

Your secondary learning style:

Now that you know which learning style you rely on, you can boost your learning potential when working to learn more. For instance, the following suggestions can help you get more from reading a book.

If your primary learning style is **visual**, draw pictures in the margins, look at the graphics, and read the text that explains the graphics. Envision the topic or play a movie in your thoughts of how you'll act out the subject matter.

If your primary learning style is **auditory**, listen to the words you read. Try to develop an internal conversation between you and the text. Don't be embarrassed to read aloud or talk through the information.

If your primary learning style is **tactile/kinesthetic**, use a pencil or highlighter pen to mark passages that are meaningful to you. Take notes, transferring the information you learn to the margins of the book, into your journal, or onto a computer. Doodle whatever comes to mind as you read. Hold the book in your hands instead of placing it on a table. Walk around as you read. Feel the words and ideas. Get busy—both mentally and physically.

More information on each style, along with suggestions on how to maximize your learning potential, is available in the book *Learn More Now* (Hoboken, NJ: John Wiley & Sons, 2004).

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See the latest assessment at <http://www.marclaconner.com/assess/learningstyle.html>

Learning Centers



Learning centers are areas set up in the classroom that can address learning objectives and differentiation.

- ❖ A collection of activities that engage students in their learning
- ❖ Emphasis on choosing concrete and logical materials and tasks
- ❖ Lessons to remediate, enhance, or extend knowledge of a skill or concept
- ❖ Diverse opportunities for students to work on skills based on needs, interests, or learning styles
- ❖ Allows for creativity and critical problem solving
- ❖ Students may be gathering information to self-report grades
- ❖ Centers help students become independent learners.
- ❖ Some centers may be teacher directed (Station Teaching Approach). Centers provide a classroom structure that allows teachers to assess students regularly while the class is engaged in meaningful and purposeful literacy activities.

Implementation Considerations:

- ❖ Boundaries-natural landmarks
- ❖ Ease of traffic flow
- ❖ Storage space
- ❖ Materials

Note: Students must be given expectations. Center behaviors must be reviewed and reinforced. Students may reflect on their learning through center logs and self-assessments.

E:

R:

R:

Learning Centers

These ideas for centers are for students across ages with careful consideration to the audience.

Autobiography - This activity can be used to kick off your school year. It is a great tool to learn about your students and to develop the student-teacher relationship.

Writing: Have the students write a biography including important events in their life. A timeline can also be created with this information.

Technology: Students can create an "About Me" power point. They may also use the digital camera or scanner to insert graphics.

Art: Students can draw a picture or create a brochure about their family, hobbies, or interests.

Reading: Students can read about their fellow students.

Multicultural Project- Assign the students different countries as topics for multicultural projects. It is best to organize a checklist of expectations for the project and the grading rubric.

Technology: Students can research about their country on the computer and create a report.

Art: Students can draw and color maps (include major cities, mountains, bodies of water, etc.) of their country, create advertising posters, and/or construct an artifact box.

Reading: Students can read about the climate, exports, animal, and native dress. Listening center: Students can listen to a story about the country and retell it to the class.

Math Center - Assign the students to different centers based on needs.

Teaching: Students receive direct instruction from the teacher.

Practice Place: Students can practice concepts that need remediation or extra practice. Students can self-evaluate their progress using an answer key and/or calculator.

Proof Center: Students use manipulatives to prove their work. It is a great center for students to work in pairs or small groups

Data Analysis: Students can review their data or document progress at the data center. This is a great tool for self-reporting of grades and progress.

Learning Centers—Parent Letter

Dear

We are writing you this letter to tell you about your child's classroom. We believe that all children can and want to learn. Our goal is to help your child become an independent, lifelong learner. We want your child to develop and maintain an "I can" and "I will try" attitude. Teaching children that putting forth their best effort is essential will create an attitude of success. To accomplish our goals, we have incorporated learning centers into our classroom. Our students will be completing activities and projects in centers around the room, each designed to focus on academic and behavioral skills, such as writing, reading, math, listening, and working cooperatively.

During center time, students may work at their level while being challenged with hands-on learning. In addition to teaching academics, learning centers provide opportunities for children to learn other important skills, such as responsibility, decision-making, and self-evaluation. By offering a variety of activities that draw on different strengths, learning centers give all students a chance to learn based on their learning style and multiple intelligences. We will be constantly changing and improving our centers based on student needs. Your child will be able to explain our learning centers to you, and we will be happy to answer any questions. Please feel free to visit our classroom and see the centers in action. We welcome any suggestions, help, and material you would like to offer as you support your child's learning experience. We are looking forward to a year filled with learning. It is our pleasure to have the opportunity to work with your child.

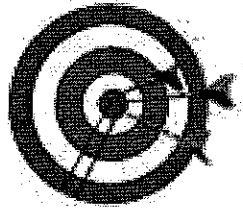
Sincerely,

Ms. Susan Hentz

Mrs. Freida Yoder

From Teach Smart: Practical Strategies and Tools for Educators Hentz, Susan ©2007, VIEW Inc; Sarasota, F

You Can Reach Your Goals!



What are goals?

A goal is something that you want to achieve. It is the final destination for what you are aiming for. Goals should be written with three criteria.

1. Positive (No negative words)
2. Personal (All about you.)
3. Written as if the goal has been reached.

You are more likely to achieve your goals when you write them down. When you write a goal using the above criteria, you will connect with the part of your brain that tells you what you need to do. The more often that you set goals in this way, the more often you will get what you want.

Goal Setting

Establishing Goals and Reflections

Name: _____

Date: _____

My Goal: _____

Steps I will take to reach my goal:

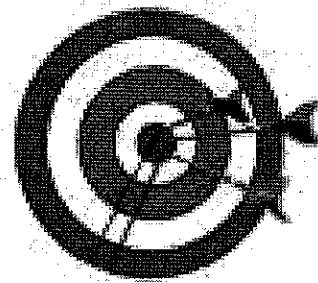
1. _____

1. _____

1. _____

Goal Reflections and Steps to Progress

Name _____



Reflections on the progress towards my goal (2-4 sentences describing thoughts and feelings you had while you were working towards this goal):

Steps I will take to reach my goal:

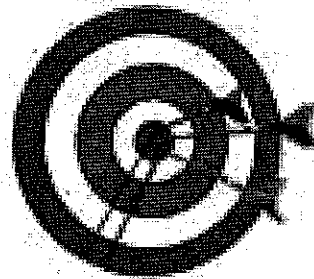
1. _____

1. _____

1. _____

Goal Reflections and Steps to Progress

Name _____



Reflections on the progress towards my goal (2-4 sentences describing thoughts and feelings you had while you were working towards this goal):

Steps I will take to reach my goal:

1.

1.

1.

Sample Conferencing Form Progress Towards Attendance Goal

Is it a Bull's Eye?



Name: _____

Current Performance

My Goal:

% Come to School on time _____

% Attendance _____

Plan:

List steps to reach the goal.

Sample Conferencing Form

Progress Towards Attendance Goal

Is it a Bull's Eye?



Name: _____

Current Performance

My Goal:

% Come to School on time _____

% Attendance _____

Plan:

List steps to reach the goal.

Cubing

Cubing is an instructional strategy that asks students to consider a concept from a variety of different perspectives. The cubes are six sided figures that have a different activity on each side of the cube. Not all students have to receive the same cube. Cubes can be differentiated for learning styles, readiness, and/or multiple intelligences.

Cubes can also be numbered with corresponding tasks.

The Six Sides of the Cube:

Students can work alone, in pairs, or in small groups with the appropriate cube. A student or small group rolls the cube and completes the activity of the side that is rolled. Students can be given the choice to roll again once if they don't like the activity that turns up.

DIRECTIONS:

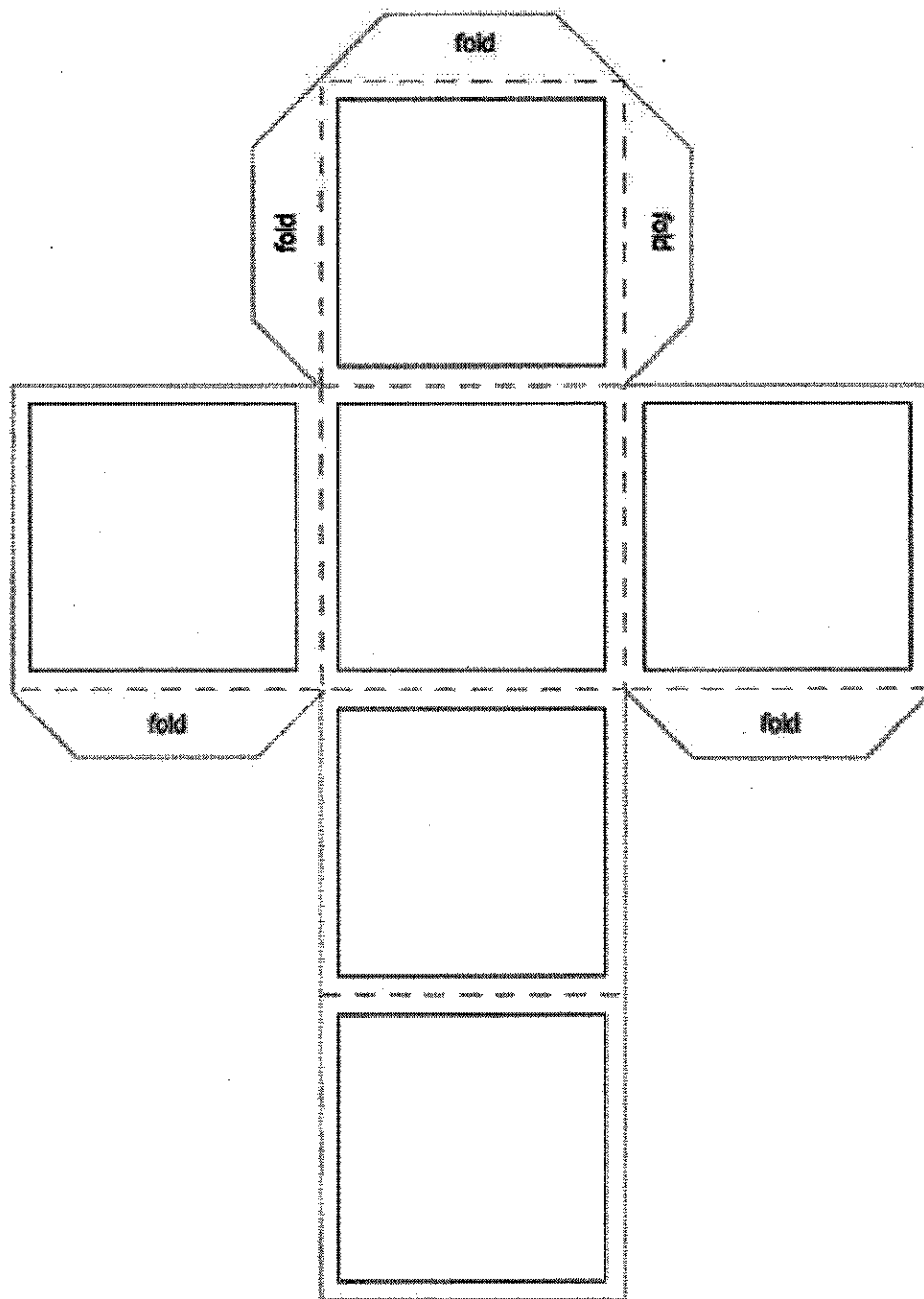
Write the following words or activities on the six sides of the cube.

Author	Character	Setting	Plot	Mood	Main Idea
Who?	What?	Where?	When?	Why?	How?
Explain	Name	Design	Debate	Locate	Discuss

Friendship Cube: On each side of the cube you can write or draw words describing different things friends do for each other.

Character Cube:

1. Name of character
2. Draw a picture of your character
3. Draw a picture of the setting for your character
4. Write three words describing your character
5. Identify one way that you can relate to your character
6. Record your favorite thing that your character did



Strategies for Study Skills



- Mnemonics
- Shorten assignments
- Technology tools
- Planner
- Highlighter
- Chunking workload
- See N Read
- Spell checker
- Visual checklist of steps
- Triple vocal rehearse
- Post it Notes
- Five box review
- Study guide
- Material organizer
- Personal word wall
- Test taking strategies
- Organizational tools
- Organizational checks
- Rubrics for study
- Pocket dictionary
- Graphic organizers

Strategies for Reading



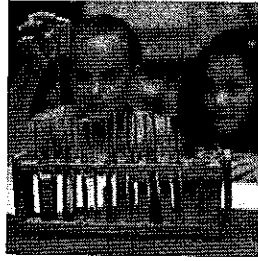
- Paired reading
- Picture walk
- Role play
- Create analogies
- Make predictions
- Text to self connections during reading
- Web concepts-vocabulary
- Books on tape
- Symbolic representation
- Repeated reading
- Sequencing story
- Assistive Technology
- Activate background information
- Summarizing orally
- Personal word wall
- Thinking maps
- Teach phonetic rules
- Chunking
- Participate in literature
- 4 Sentence Summary
- Symbolic representation
- Incorporate learning styles
- Pre-teach vocabulary
- Check for understanding
- Group/Individual Graffiti

Strategies for Written Expression



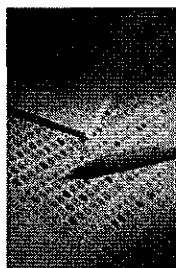
- Graphic organizers
- Power Point
- Comics
- Journals
- Mnemonics
- Foundation of truth writing
- Spellcheckers
- 4 Sentence Summary
- Dueling Teams
- Process writing strategies
- Fortunes from fortune cookies as writing prompts
- Note cards
- Highlighter
- Story starters
- Learning logs
- Microsoft automatic correction feature
- SeenRead spelling dictionary
- Visual interactive spelling
- Finding typos in newspaper
- Interest based-www.bluenoseed.com Sports, Media, Music

Strategies for Math



- Eliminate the need for copying the problem
- Shorten assignments
- Decrease the reading level of the problems
- Math Mountain
- Simulations
- Math games-Flash cards
- Visual checklist of steps
- Color coded computation
- Assistive technology
- Paper plates for fractions and pie charts
- Extra time for completion
- Provide graph paper
- Mnemonic devices
- Computational aids
- Peer support and tutoring
- Flash cards
- Number fact charts
- KleenSlate Whiteboards
- Manipulative
- Role play word problems

Strategies for Test Taking



Practical Strategies for Students to Achieve on Assessments

Teacher Directed

1. Clarify directions
2. Review True and False (absolute words such as always, never)
3. Read test aloud or allow oral responses
4. Chunk test into smaller sections
5. Reformat test
6. Allow students to write directly on test and then assist with transferring answers
7. Provide students with extended time
8. Group review using note cards
9. Determine test accommodations
10. Modify test

If permitted, provide students with the opportunity to retake part of the test or to make corrections on incorrect problems.

Student Directed

1. Read all directions.
2. Be sure that you understand the directions. If not, ask for help.
3. Underline key words or phrases in the directions.
4. Read definitions first and then scan choices
5. Circle important words such as *never*, *always*, and *not*.
6. Read all of the test questions in full before answering.
7. Answer all questions that you know first.
8. If you don't understand the question, ask your teacher for clarification.
9. Utilize graphic organizer to organize essay responses
10. Use the test to take the test. Look for clues in other test questions

Classroom Interventions



- Δ Check for understanding
- Δ Total Participation Techniques -Paddles (KleenSlate), Cards, Actions
- Δ Graphic organizers-Thinking maps
- Δ Symbolic representation-pictures to represent concepts
- Δ Word wall – Class and Personal
- Δ Provide wait time (ELL-6-12 sec, Aud.-1-2 sec, Vis.-2-5 sec, Tac-4-7 sec)
- Δ Activate prior knowledge
- Δ Check for comprehension of task
- Δ Computer assisted programs
- Δ Study guides
- Δ Assignment notebook
- Δ Brain breaks – cross lateral movements
- Δ Peer tutor/peer buddy
- Δ Triple vocal rehearse
- Δ Visual agenda
- Δ Decrease visual stimuli-See N Read; cuts in file folder; sticky notes over a portion of stimuli
- Δ Allow students to whisper read (WhisperPhone, Duets)
- Δ Limit paper/pencil assignments
- Δ Organizational strategies (sticky notes, highlighter, planner, HW help)
- Δ Mnemonic strategies
- Δ Additional practice in literacy centers
- Δ Integrate movement into lessons
- Δ Model study skills
- Δ Visual cues and examples
- Δ Student interests/learning styles
- Δ Art, drama, dance, music, technology integration

Organization



FACT: The average person spends 170 hours every year searching for lost items.

Can you imagine how much time students spend searching for books, pencils, homework, and assignments?

Students may require help with

- Organizing Papers
- Bringing Materials
- Assignment Logs
- Study Skills

It takes 24 days for an action to become a habit. Teacher and parent support is required for this organizational process to be implemented with success.

Students are most productive when given support and guidance to organize their work. Teachers must provide time and model organization. It is helpful if students have strategies for learning that student and teachers have identified as being useful in a section of notebook. Create a rubric for students to utilize for organization of desks, notebooks, and projects.

Student Organization Tool



Students often require assistance in organizing their assignments. Teachers agree to utilize a notebook as an organizational tool.

Materials:

Three-Ring Binder

- Sections for each class-Each section should have divider, lined paper, a two pocket folder, and a page protector

- Handouts and study guides should be hole-punched to be placed in the appropriate section. When folded and thrown into a backpack or textbook, they are usually lost.
- This allows for easy removal and replacement of papers.
- A zipper plastic bag or a pouch with an inventory list should be put at the beginning of the notebook: highlighter, pencil, eraser, pen, calculator, dots, post it notes, or other aids for learning.
- Calendar/Assignment Log: This can act as a communication system between home and general education classrooms
 - Students can list daily and long term assignments

School to Home Notebooks

FOR STUDENT

An Organizational Tool

FOR STUDENT, PARENT, TEACHERS

A Forum for Ongoing Communication

A Tool for Sharing Strategies and Student Successes

SAMPLE LETTER FOR SCHOOL TO HOME COMMUNICATION SYSTEM

Dear Parent,

We take the job of helping children develop good organizational and study skills very seriously. Therefore, we are providing your child with an organizational notebook. It should be brought home daily and returned the next day. This notebook will include an assignment sheet that will list the assignments, as well as, study strategies, information regarding school events, and district news. This folder will be a communication system between home and the general education classroom. Please check the folder daily and discuss the contents with your child. After assignments are completed, be sure to sign the Assignment Sheet and return it to school. Feel free to add comments as the need arises. We look forward to working with you.

Sincerely,

Ms. Susan Hentz

Mr. Michael Conway

Both co-teachers should sign all home-school communication.

Managing Assignments



Lessons should focus on teaching students how to make a connection between planning and due dates for projects.

GIVE YOUR STUDENTS CLEAR TIMELINES FOR COMPLETION OF THE TASKS.

Use the calendar and assignment sheet and 'chunk' the tasks (Students may require assistance to break longer assignments down into manageable pieces.)

2-Week Project Outline To Do List

Day 1

Determine the assignment and date due

Day 2-3

Break down the assignment into smaller tasks needed to complete task

Day 4-6

Project implementation
Gather materials
Research and read

Day 6-8

Project construction
Prepare materials-draw, cut, and print

Day 9

Label and check that all components are included as assigned

Day 10

Turn in assignment
Celebrate your accomplishment!

Resources

Checklist for a Consultative, Collaborative, and/or Co-Teaching Partnership

Before implementation...

- _____ 1. Plan to determine partnership
- _____ 2. Complete Teacher Survey
- _____ 3. React to survey with colleague
- _____ 4. Gather information about the students
- _____ 5. Letter/Memo to teachers regarding the service delivery
- _____ 6. Meet with fellow colleagues and identify the partnership
- _____ 7. Teachers interested in the co-teaching model meet and discuss *Am I Ready for Co-Teaching?* Surveys
- _____ 8. Form a team (general education teacher, special education teacher, support staff, paraprofessionals)

After forming partnership...

- _____ 1. Select subject area or class period (based on student needs)
- _____ 2. Review IEP and discuss individual students with disabilities and their needs
- _____ 3. Plan for appropriate strategies, accommodations, and modifications
- _____ 4. Identify roles and responsibilities of the partnership
- _____ 5. Share responses to other *Get to Know You* Checklists
- _____ 6. Attend staff development or support
- _____ 7. Discuss roles in planning, instructional approaches, and evaluation
- _____ 8. Communicate service delivery model to parents
- _____ 9. Complete *Co-Teaching Daily Lesson Plans* collaboratively
- _____ 10. Have fun!

Memo to Teachers: Collaboration

To:

From:

Welcome back! Collaboration between the general and special educators can enhance student learning and provide support for you in the classroom. Below are the names of students currently enrolled in your classes receiving special education services.

It is best to be proactive rather than reactive, so I would like to meet with you prior to the beginning of the year during the in-service week to review Individual Education Plans and to discuss your students' accommodations/needs. I can provide support and assistance for you during this school year for all of your students. Assistance may include but will not be limited to: organizational skills, academic accommodations, teaching strategies, problem solving, assessment, and reward systems for accomplishing goals. I am looking forward to a productive, exciting year working with you and your students. Make it a great day!

Sincerely,

Reprinted with permission. Hentz, S., (2007) *Teach Smart: Practical Strategies and Tools for Educators*. VIEW Inc. Sarasota, FL

Am I Ready to Co-Teach?

Co-Teaching can create a dynamic learning environment and is a different approach for instructing and teaching students. Please write your response to assist in determining if you are ready for this relationship. Be honest with your responses. After you have completed the survey, meet with your fellow colleagues to share your responses by taking turns reading the responses. After you have read all of your responses, discuss the reactions to the responses.

1. My attitude about teaching students with disabilities in a general education classroom is
2. My areas of strength in my teaching is
3. My areas of weaknesses in my teaching is
4. My tolerance level for activity in the classroom is
5. My tolerance level for noise in the classroom is
6. An obstacle I may have in co-teaching is
7. My biggest concerns about teaching in a cooperative, co-teaching structure is
8. Will I be able to tell a colleague that I disagree or have a concern about a teaching method or strategy during the planning process?
9. How often would I like co-teaching to occur? (daily, a few times per week, for review prior to assessments)?
10. What schedule would best meet the needs of the students and both instructors?
11. Am I willing to participate in training to implement co-teaching?

Thank you for taking time to complete this survey. Please use the remainder of the space on this page to share any additional thoughts, ideas, or recommendations you have for co-teaching practices. Your input is appreciated and will be a valuable tool in working toward enhancing the educational outcomes of all students.

Parent Letter – Co-Teaching

Dear Parents:

We are very excited to share with you that your child will have two teachers co-teaching in their classroom this year. Co-teaching is when two professionals share their expertise to create a teaching and learning environment conducive to positive student outcomes. This model allows for a variety of teaching approaches. There will be times when we will both be instructing, while at other times, one of us may lead the instruction while the other will be assisting with learning strategies, discipline, and academic success.

We believe that, together, we can meet the needs of all learners in the classroom by providing a variety of instructional strategies. Our diverse expertise will come together to co-plan, co-instruct, and co-assess the progress of each student. We will be sharing grading and will discuss any accommodations needed for students to achieve. We are also excited about challenging those students who may need acceleration.

Please feel free to contact us if you have any questions about the co-teaching model. We can be reached at 800.123.4567 or by email at coteachers@sar.k12.fl.us. The best time to reach us is at school from 7:30-8:30 a.m. daily. We look forward to a productive, successful year working with you and your child.

Sincerely,

Ms Susan Hentz

Mr. Bradley Cook

Getting to Know Each Other

Dialogue Starters

Teacher can develop communication skills by learning about their partner. Being a reflective practitioner/educator is paramount for the collaborative process to be effective. The questions below are designed to serve as a starting point for co-teaching discussions.

Directions: Answer the questions below independently and then share with your collaborative partner.

1. What are your rules? What are the consequences?
2. How are students grouped for instruction?
3. What instructional methods do you often use (lecture, technology (Smart Board), class discussions)?
4. How do you communicate with parents?
5. What are your strengths as a teacher?
6. How do you monitor and assess student achievement?
7. What are your student expectations for participation, preparation, and homework?
8. Do you differentiate instruction for struggling students and students needing acceleration?
9. What are your pet peeves?
10. What do you see as your potential role as a co-teacher? Concerns?

My Expectations in the Classroom

Name: _____

Directions: Individually complete this worksheet by listing your expectations for the following topics. After completion, share the responses with your co-teacher and discuss your reactions to the responses.

I have the following expectations for my classroom:

1. Parent communication:

② Instructional routines:

Need to have regular routine, use of organizational strategies to help students w/ organ.

③ Discipline procedures:

4. Planning for instruction::

5. Physical environment:

6. Differentiated instruction:

7. Data analysis:

Need to have access to data of students to know where students are struggling and to use for IEP writing/implementation

8. Learning Centers:

9. Evaluation:

10. Homework:

Other:

Pet Peeves

After completing and sharing the survey, the co-teachers will be ready to examine and discuss how to reach a compromise on the various expectations.

This type of activity can be a forum for a discussion about individual responses to all aspects of classroom practice.

Remember: "You get what you expect!"

Hentz, S. M., & Jones, P. M (2011). *Collaborate Smart: Practical Strategies and Tools for Educators*. Arlington, VA: Council for Exceptional Children.

Co-Teaching Approaches

Co-Teaching is when two or more professionals share instructional responsibility in a single physical space (Cook & Friend, 1995). Co-teach partners can alternate the roles and approaches regularly. This becomes more fluid as professionals become comfortable with each other in the shared space.

APPROACH	DESCRIPTION	STRENGTHS	CONCERNS
One Teach, One Support 5-100%	One teacher may have the primary instructional responsibility while the other provides supports based on student needs.		
Parallel Teaching 30-400%	Both educators plan jointly and teach the same information simultaneously, but they divide the class into two groups. The teachers address the same content, but may address different learning goals and levels of understanding.		
Alternative Teaching 30-40%	One teacher works with a small group to pre-teach or re-teach a concept or skill while the other provides large group instruction. This approach addresses tiers of intervention and may be for acceleration and remediation.	can work w/ group of my students who are struggling	
Station Teaching 30-40%	The teachers divide the instructional content into two or more segments and present the content at separate stations (centers) in the room. Each teacher takes responsibility for one station and a third might be created for students to work independently..		
Team Teaching 5-10%	Two teachers share in the process of instructing all students, whether that occurs in large group, facilitating small groups, or monitoring students working independently.		

small group instruction has best impact on students

Opening Activity (Hook)		
Teacher Activities		
Student Activities		
Closure		

Resources/Materials:

Lesson Reflection:

Co-Teaching Lesson Plan

Teacher (s): _____

Subject: _____

What is the instructional objective and activities required
for mastery?
Which students will need extra help and/or
accommodations to be successful?
What tools will be utilized for assessment?

Standard: _____

Skill/Concept(s): _____

As a result of this lesson, students will know _____

Understand _____

and be able to _____

Textbooks and Materials	Differentiation Accommodations	Co-Teaching Approach	Assessment/Evaluation
Opening Activity (Pre-assessment)			
Lesson			
Process			
Extension			
Evaluation/Closure			
Lesson Reflection:			

Adapted From Hentz, 2007 Teach Smart: Practical Strategies and Tools for Educators

Co-Teaching Strategy Plan

Team members: _____ Subject: _____ Week of: _____

	Lesson Activities	Strategy/Approach *OTOS, PT, ST, AT, TT
Pre-Assessment		
Monday	<ul style="list-style-type: none"> ▪ ▪ ▪ 	
Evaluation		
Pre-Assessment		
Tuesday	<ul style="list-style-type: none"> ▪ ▪ ▪ 	
Evaluation		
Pre-Assessment		
Wednesday	<ul style="list-style-type: none"> ▪ ▪ ▪ 	
Evaluation		
Pre-Assessment		
Thursday	<ul style="list-style-type: none"> ▪ ▪ ▪ 	
Evaluation		
Pre-Assessment		
Friday	<ul style="list-style-type: none"> ▪ ▪ 	
Evaluation		

Note: OTOS = One Teach, One Support; PT = Parallel Teaching; ST = Station Teaching; AT = Alternative Teaching; TT = Team Teaching

Hentz, S. M., & Jones, P. M (2011). *Collaborate Smart: Practical Strategies and Tools for Educators*. Arlington, VA: Council for Exceptional Children

Learning Center Planning Form

Center: _____
Goal: _____
Objectives: _____

Structure: (Circle one) Independent or small group
Activity
Materials
Accommodations/Modifications
Assessment Tools and Criteria

Adapted with permission. Hentz, S. (2006) Teach Smart: Practical Strategies and Tools for Educators

Learning Center Assessment



Name _____

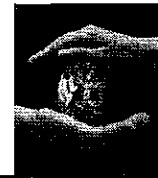
Rating Scale

E= Excellent G=Good S=Satisfactory N=Needs Improvement

Work Habits	Date	Rating	Date	Rating
Works cooperatively				
Works independently				
Stays on task				
Completes tasks				
Follows directions				
Displays effort				
Shares materials				
Listens to others				
Helps others				
Shows respect for others				
Uses self control				
Follows rules				
Takes turns				
Shares materials and ideas appropriately				
Accepts responsibility for actions				
Communicates with peers appropriately				

Comments:

Aids to Address Learning Styles



Auditory	Visual	Tactile/Kinesthetic
<p>News Report Oral directions Student-directed reviews Computer assisted programs Cheer information Classroom amplification system Drama productions Explanations Interviews Listen to music Verbal/written cues Oral reports Say words in syllables Watch movies Song-Raps Read Aloud Triple Vocal Rehearse Use rhythmic sounds Discussions Speak/Listen to Speakers Make up poems Theater Mnemonics Reader's Theater WhisperPhones-Duets Video Production Speech Commercial Power point presentation</p>	<p>Collage Graphic Organizers Color codes Highlighters Flashcards Guided imagery Label classroom Emphasize key points for notes Pamphlets PowerPoint Response cards/paddles Manipulative Mnemonics-acrostics, mapping Sign language Photographs Smart Board Study guides Work samples/exhibits Visual Schedules Charts, Lists, Graphs Teacher demonstrations Word walls Assignment notebooks Symbolic representation Newsletter for reference Diary or Journal Picture Dictionary Time Line Diaramo Class Game</p>	<p>Air write Acting Gesturing Physically "do it" Role play Practice with a repeated motion Exercise Frequent brain breaks (stretch) Sign Language Sound Ball Skits Flip Book Bingo Human Bar Graphs Card games Relays Experiments Associate movements with concepts Dance Graffiti Cross lateral movements Move in chair, stretch Simulations Write on surfaces with finger (Gel, sand, whipped cream) Puppet Show Group/Individual Graffiti</p>

Use a variety of teaching activities for different learning styles to reach more students than the traditional direct instruction.



3-2-1 Exit

NAME: _____

3 things I learned today:

2 things I really liked learning:

1 thing I really need help with:

Webliography

Ageless Learner: www.agelesslearner.com Learning Style Inventory

Association for Curriculum and Staff Development: www.ascd.org

Big Ideas in Reading: <http://reading.uoregon.edu>

Blue Nose Edutainment: www.bluenoseed.com Student interest

Council for Exceptional Children: www.cec.sped.org

Dinah Zike: www.dinah.com

Florida Center for Reading Research: www.fcrr.org

Hawthorne Educational Services: www.hawthorne-ed.com Learning Intervention Manual & Behavior Intervention Manual

Inspiration: www.inspiration.com

~~★ Intervention Central: www.interventioncentral.org~~

Ittools: www.itools.com

KleenSlate: www.kleenslate.com Code-Susan Hentz

Konstruk Tubes: www.konstruktubes.com -Code Susan Hentz

Learning Disabilities: www.ldonline.org

Microsoft: www.office.microsoft.com - Free clip art, education templates (198)

National Center for Learning Disabilities: www.ncld.org

National Education Association: www.nea.org

Reading for the Blind and Dyslexic: www.rfbd.org

Reading Quest: www.readingquest.org

See-N-Read: www.seenread.com 10% discount-Code-Susan Hentz

Susan Hentz: www.susanhentz.com

Teacher Resource Directory: www.teach-nology.com

Teacher's Network: www.teachnet.org

TextHELP: www.texthelp.com Text to speech software, some free downloads

www.cast.org
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www.ultd.org
hewitt lessons

www.susanhentz.com

WhisperPhone: www.whisperphone.com 10% discount-Code-Susan Hentz

Resources

Exploring New Territories

Technology Resources for Struggling Students and Students with Disabilities

www.fdlrstech.com/handouts.htm

Graphic Organizers

1. Graphic Organizers: Incredible online source of printable graphic organizers in a wide variety of cognitive supports

www.teachervision.fen.com/graphic-organizers/prntable/6293.html?s2

2. Inspiration: Graphic Organizers with templates for middle/high school

www.inspiration.com

3. Active Reading Strategies: Excellent resource of strategies for students to visually organize text.

www.savvyknowledge.com/products/great teacher/greatteacher.html

Online Puzzle Makers

Free online puzzle makers for students, teachers, and parents. Find a variety of puzzles from word searches, crossword puzzles, and hangman,

www.cybersleuth-kids.com/wordsearch/index.htm

www.billybear4kids.com/jigsaw-puzzles/main-page.html

www.thekidzpage.com/freekidsgames/wordgames.htm

www.wordsplashpro.chronasoft.com/feature.html

Homework Helpers

1. Free Online Graph Paper . <http://incompetech.com/graphpaper/> Free online PDF of various graph papers. includes an online generator so you can create customized graph paper and print it out
2. Graph Tablet (Win) - <http://www.graphtablet.com/graphtablet.html> Free graph paper printer
3. Animated Math Dictionary - [http://www.harcourtschool.com/glossary/math2/index temp.html](http://www.harcourtschool.com/glossary/math2/index_temp.html) Provides written and audio definitions of math terms
4. A Math Dictionary for Kids – <http://www.teachers.ash.org.au/jeather/maths/dictionary.html>
5. Translating Word Problems - <http://www.purplemath.com/modules/translate.htm> Keywords to help with word problem translation
6. MathWay - <http://www.mathway.com/> Online tool for solving math problems
7. Web Math - <http://www.webmath.com/> Online tool that helps students solve math problems. from general math through calculus
8. Algebra Help – <http://www.algebrahelp.com/calculators> Algebra support tool
9. Conversion Tools – <http://www.convertit.com> . Basic online collection of conversion tools
10. Equation Wizard (Win) - <http://www.equationwizard.com/> . Algebraic equation solver software. trial version good for 30 equations
11. Microsoft Math - <http://www.microsoft.com/math/default.mspx> . An all-in-one math homework solution. solve equations, graph functions, use a fully-functional graphing calculator, solve triangles, and convert standard units
12. WebGraphing - <http://www.webgraphing.com/> . Online equation-graphing environment, from simple to advanced calculations

According to Research the Top Three Student Interests

Popular *music*, *movies*, and *sports* play a major role in the lives of many young students, and can be a strong motivation for creativity and self-expression.



“Putting the Energy of Today’s Entertainment into Reading & Writing!”

HOW IT WORKS

Standards-Based Lesson Plans from Holt McDougal

Holt McDougal has authored standards-based songwriting, scriptwriting, and sports reporting lesson plans to help teach your students the writing skills. Each lesson provides standards-based skills practice in songwriting, scriptwriting, and sports reporting including:

- **TEACHER’S GUIDE** that walks you through the instruction of standards-based skills, including teaching tips to introduce, teach, guide and quickly assess your student’s progression to skill mastery.
- **GUIDED PRACTICE** student worksheets that use contemporary, age-appropriate lyrics as a springboard for standards-based skill practice, including academic vocabulary and point-of-use guided standards practice and graphic organizers.
- **YOU TRY IT!** student worksheets that provides your students to practice their skill in the context of the contest; including goals graphic organizers and room for independent writing.

Students will build a standards-based songwriting, scriptwriting, and sports reporting portfolio as they work through the lessons.

Lesson Plans Overview

MUSIC & SONGWRITING:

To maximize the motivation of the music lesson plans, each skill category contains a popular artist and his/her music. The lesson plans are accompanied by the artist’s bio, music, and lyrics. The lesson plans can also be used in conjunction with other artists and their songs.

What makes the lesson plans effective is that the students connect in their own personal lives with many of the messages in each of the songs, which in turn motivates the students to participate.

The lesson plans include Brainstorming Ideas, Elaboration, Figurative Language, Finding Style, Finding Voice, and Choosing Tone.

MOVIES & SCRIPTWRITING:

The scriptwriting lesson plans chart a path to a journey many students long to take but don’t know where to begin.

From formulating the basic storyline to the essentials of character development, etc. this is an educational adventure that will fling open new doors of imagination and creativity.

The lesson plans include Synopsis, Adaptation, Dialogue, Plot, Setting, Characters, Theme, and Flashback.

SPORTS & SPORTS REPORTING:

These lesson plans will engage students who are motivated by action and competition.

The lesson plans provide the disciplines of journalism by taking the students step-by-step through the various forms of sports reporting while presenting the opportunity for creativity through the development of feature articles.

The lesson plans include The Feature Story, The Game Story, Writing Headlines, Interviewing, Leads, Taking Notes, On the Scene Reporting, The Advance Story, The Post Game Story, and Quotes.
www.BlueNoseEd.com

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Interactive Seminars and Resources

by
Susan Hentz

Seminars are customizable based on school improvement plan and professional development needs. Topics include, but are not limited to,

Co-Teaching

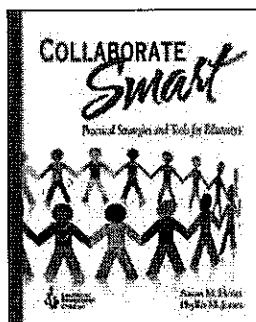
Inclusive Strategies

Response to Intervention

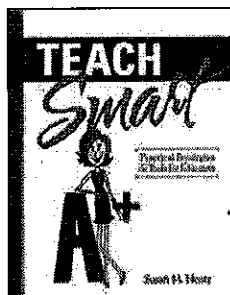
Differentiated Instruction

Co-Teaching: Beyond the Basics

2011 New Release



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NOTES

* Consistent Quiet signal

* ERR

Explain, rehearse, reinforce

* Clock buddy - how to pair students

* P.S.O. = Positive Student Outcomes

* Purposeful movement

See pg. 2

Right - know answer

Left - don't know answer

* Nonverbal cues

* Response cards

* Tab pgs in books (organization)

* Tab answers instead of writing out answers

* Quick draw

* PALS - Peer Assisted Learning

NOTES

* Stand up / hand up / pair up

* 5-3-1 ~~Counting~~

team

collaborate

Share

communication

team together

5 ideas

3 (pair w/ someone)
and pick 3

1 (definition)
in square - 2 pairs

Strengths/Preferences

- Organization
- attention to detail
- building relationships w/ students
- math

Dislikes/Challenges

- lack of structure
- behavior management
- can't deal w/
- S.S.
- strong personality
- communication w/ parents
- teaching writing

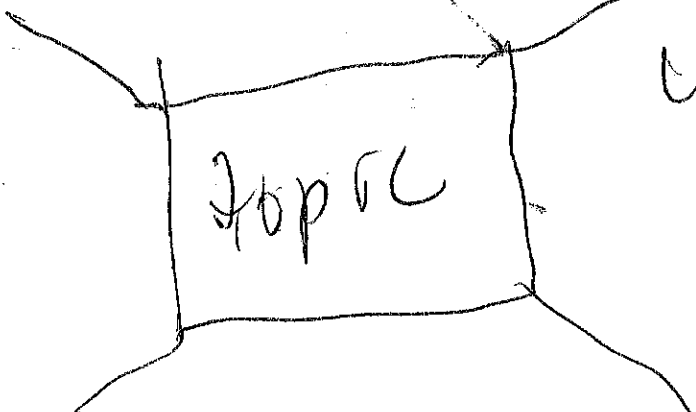
NOTES

Planning

- B - Big idea
- A - Analyze data
- S - Strategies we will use
- E - ~~How~~ will we evaluate

* Individual/group graffiti (pre/post assess)
 put topic in center of ^{big} sheet of paper.
 write/draw about topic
 teach lesson
 then have students cross at stuff
 that is incorrect and add things

* Placement Strategy - put name ^{for} ownership
 of students
 share
 thoughts
 around outside





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SEMINAR AGENDA

**CO-TEACHING FOR SUCCESS: Powerful Strategies for Working Together
in Today's Inclusive Classrooms
(Grades K-12)**

Instructor: Susan Hentz

Course Code: XC4

SCHEDULE

8:30 a.m.	Seminar begins
11:45 a.m.- 1:00 p.m.	Lunch Break
3:15 p.m.	Seminar Concludes

TOPICS TO BE COVERED

- Understand the Essential Components of Co-Teaching
- Learn How to Build Strong Instructional Teams
- Discover the Co-Teaching Approaches that Work Best for You
- Use Effective Communication Strategies
- Structure a Workable Co-Teaching Schedule
- Maximize Instructional Time in Your Co-Taught Classroom
- Manage Student Behavior Effectively as a Co-Teaching Team
- Provide Accommodations and Modify Curriculum
- How to Assess Student Progress in Co-Taught Classrooms
- Increase Your Co-Teaching Resources